Specialists in Mathematical Reasoning and Thinking

Designing Learning for Mastery (KS1&2) [2 x whole days] Laurie Jacques	**Dates:** 26th Sept '18 14th Jan '19 Timing: 09.15am – 3.00pm Cost: £300 + VAT	**Venue:** ETC, The Hatton, London	**Ref:** LP3
Audience	Senior Leaders, Maths Subject leaders, MaST, Class teachers		
Course Aims	• Understand how to design learning to develop depth of understanding in calculations and fractions • Design sequences of tasks using conceptual and procedural variation / intelligent practice • Evaluate pupil learning from tasks used in class		
By the end of the course, delegates will be familiar with:	• How to design learning for a teaching for mastery approach • What `conceptual and procedural variation' means. • How to design sequences of tasks with conceptual and procedural variation built in.		
Course summary	Many schools are now using teaching for mastery resources such as White Rose planning and wondering what this looks like in the classroom. This course enables teachers to learn how a teaching for mastery lesson might look from the perspective of designing lesson/ learning for mastery. A key feature of using mastery can be the effective use of conceptual and procedural variation. During the two whole-day sessions, teachers will develop their understanding of this practice by evaluating and commenting on lessons that have been designed with this in mind and have the opportunity to plan a series of lessons for their own pupils. Day 1: Addition and Subtraction; Multiplication and Division Day 3: Fractions		

Continuing Professional Development Standard

National Centre for Excellence in the Teaching of Mathematics